MARSHALL UNIVERSITY®

Core Curriculum Survey Results

Assessment Day

Summary of results from 2014-2023

Executive Summary

The Core Curriculum Survey included twelve items, eleven of which aligned with one or more of Marshall's Baccalaureate Degree Profile (BDP) outcomes. Eight items aligned to one BDP outcome, two items mapped to two BDP outcomes, and on item mapped to three BDP outcomes. Of Marshall's nine BDP outcomes, five (*Integrative Thinking*, *Metacognitive Thinking*, *Information Literacy*, *Intercultural Thinking*, and *Quantitative Thinking*) mapped to one item each. Two BDP outcomes (*Ethical and Civic Thinking* and *Creative Thinking*) mapped to three items each, and two outcomes (*Inquiry-Based Thinking* and *Communication Fluency*) mapped to two items each.

Students were asked to indicate their agreement on a five-point scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree), with strongly agree = 5 and strongly disagree = 1 to the following statement, "Marshall's core curriculum courses have helped me to..." Item means over a seven-year period (2014, 2016, 2017, 2018, 2019, 2020, 2021, 2022, and 2023) ranged from a high of 4.04 (n = 5,870) for "Use knowledge from more than one area of study to explore issues or to solve problems;" (*Integrative Thinking*) to a low of 3.56 (n = 5,783) for "Develop my ability to use mathematics in everyday life" (2014) modified to "Use numerical information to explore real world problems" (for all other administrations; *Quantitative Thinking*).

No item had a mean score of 4.0 or higher for all nine years. However, two items, "Use knowledge from more than one area of study to explore issues or to solve problems" (*Integrative Thinking*) and "Find scholarly information, evaluate it critically and use it effectively" (*Information Literacy*) had means of 4.0 or higher for six of the nine years of survey administration, while the overall mean across the nine years was > 4.0 for three items; the two mentioned above and "Assess my own values and examine other viewpoints and credible evidence." (*Ethical and Civic Thinking* and *Inquiry-Based Thinking*). Of note is that no items had means of 4.0 in the 2021 or 2022 administrations, with "Find Scholarly Information, evaluate it critically and use it effectively" having the highest means at 3.98 (2021; n = 580) and 3.97 (*2022; n* = 234). We also note that we invited all undergraduate students to complete the survey from 2014-2021; in 2022 we began to send it only to first- and second-year undergraduate students.

Each year, respondents were asked to provide examples of practices in the core curriculum that resulted in deep learning. Many respondents mentioned specific courses or course types and others mentioned more general types of learning experiences. Frequently mentioned courses were English (n = 427), First Year Seminar (n = 259), Social Sciences (n = 237), Humanities (n = 148), Communications (n = 174), Fine Arts (n = 123), Natural Sciences (n = 105), and Mathematics (n = 111). Beginning in 2018, we collapsed analysis of course types to Marshall's general education categories (English, Communications, Mathematics, Science (physical or natural), Social Science (including behavioral, e.g., psychology), Humanities, and Fine Arts (journalism, music, visual arts, theatre). Beginning in 2021, we started a count of specific course type requirements that transcend discipline, e.g., critical thinking (CT) and writing intensive (WI) courses.

Respondents consistently mentioned learning experiences that included critical thinking (sometimes specifically noting CT courses), developing writing skills (sometimes specifically noting WI courses), active learning, evaluating different perspectives on issues, and learning about issues involving diversity.

Survey Items for Core Curriculum with mean ratings of 4.0 or higher (on a five-point scale, with "5" being the most positive rating) and Alignment with Marshall Degree Profile in at least one year (2014, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023)

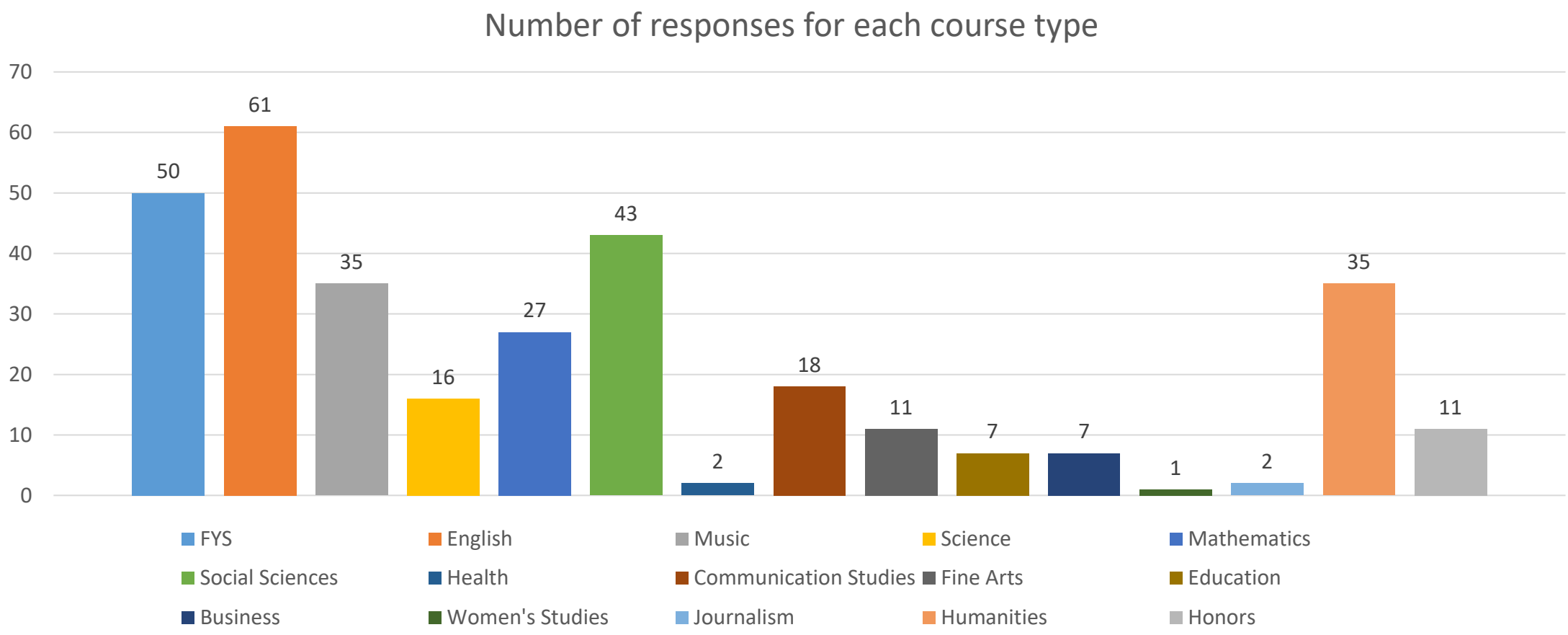
Survey Item	Marshall Domain	Mean Response 2014	Mean Response 2016	Mean Response 2017	Mean Response 2018	Mean Response 2019	Mean Response 2020	Mean Response 2021	Mean Response 2022	Mean Response 2023	Nine Year Average
Use knowledge from more than one area of study to explore issues or to solve problems	**Integrative Thinking**	4.15 (*n* = 906)	4.11 (*n* = 794)	4.08 (*n* = 1,031)	4.01 (*n* = 809)	4.0 (*n* = 640)	3.96 (*n*= 646)	3.93 (*n* = 581)	3.95 (*n* = 233)	4.05 (*n* = 231)	4.04 (*n* = 5,870)
Assess my own values and examine other viewpoints and credible evidence	**Ethical/Civic Thinking** **Inquiry-Based Thinking**	4.12 (*n* = 911)	4.09 (*n* = 798)	4.05 (*n* = 1,031)	3.95 (*n* = 807)	4.03 (*n* = 644)	3.99 (*n* = 650)	3.96 (*n* = 580)	3.90 (*n* = 231)	4.11 (*n* = 231)	4.03 (*n* = 5,883)
Determine how to improve my own learning	**Metacognitive Thinking**	4.07 (*n* = 910)	3.99 (*n* = 798)	3.97 (*n* = 1,033)	3.85 (*n*= 810)	3.87 (*n* = 643)	3.90 (*n* = 648)	3.85 (*n* = 582)	3.87 (*n* = 232)	4.01 (*n* = 232)	3.94 (*n* = 5,888)
Examine issues from multiple perspectives	**Creative Thinking** **Ethical/Civic Thinking**	4.05 (*n* = 907)	4.05 (*n* = 797)	3.98 (*n* = 1,030)	3.97 (*n* = 809)	4.02 (*n* = 641)	3.97 (*n* = 645)	3.88 (*n* = 577)	3.91 (*n* = 230)	4.09 (*n* = 228)	3.99 (*n* = 5,864)
Find scholarly information, evaluate it critically and use it effectively	**Information Literacy**	4.03 (*n* = 912)	4.08 (*n* = 793)	4.02 (*n* = 1,028)	3.96 (*n*= 811)	4.05 (*n* = 646)	4.00 (*n* = 648)	3.98 (*n* = 580)	3.97 (*n* = 234)	4.17 (*n* = 232)	4.02 (*n* = 5,884)

Survey Items for Core Curriculum with mean ratings below 4.0 (on a five-point scale, with "5" being the most positive rating) and Alignment with Marshall Degree Profile in at least one year (2014, 2016, 2017, 2018, 2019, 2020, 2021)

Survey Item	Marshall Domain	Mean Response 2014	Mean Response 2016	Mean Response 2017	Mean Response 2018	Mean Response 2019	Mean Response 2020	Mean Response 2021	Mean Response 2022	Mean Response 2023	Seven Year Average
Develop the ability to write effectively	**Communication Fluency**	3.96 (*n* = 914)	3.96 (*n* = 794)	3.91 (*n* = 1,027)	3.85 (*n* = 810)	3.86 (*n* = 646)	3.82 (*n* = 647)	3.83 (*n* = 579)	3.76 (*n* = 230)	3.87 (*n* = 232)	3.89 (*n* = 5,879)
Use what I know to solve novel problems	**Creative Thinking**	3.93 (*n* = 897)	3.84 (*n* = 789)	3.78 (*n* = 1,025)	3.73 (*n* = 803)	3.77 (*n* = 628)	3.73 (*n* = 644)	3.76 (*n* = 575)	3.68 (*n* = 231)	3.79 (*n* = 228)	3.79 (*n* = 5,820)
Develop the ability to express myself effectively through speaking	**Communication Fluency**	3.92 (*n* = 900)	3.83 (*n* = 784)	3.84 (*n* = 1,023)	3.70 (*n* = 801)	3.82 (*n* = 638)	3.71 (*n* = 644)	3.70 (*n* = 572)	3.72 (*n* = 231)	3.84 (*n* = 227)	3.80 (*n* = 5,820)
Analyze and evaluate issues and solve real-world problems in a manner that is ethical and supportive of our civic well-being	**Creative Thinking** **Ethical and Civic Thinking** **Inquiry-Based Thinking**	3.90 (*n* = 902)	3.85 (*n* = 790)	3.80 (*n* = 1,025)	3.78 (*n* = 805)	3.83 (*n* = 641)	3.77 (*n* = 646)	3.71 (*n* = 577)	3.73 (*n* = 230)	3.84 (*n* = 228)	3.81 (*n* = 5,844)
Develop multicultural and global perspectives	**Intercultural Thinking**	3.81 (*n* = 891)	3.76 (*n* = 787)	3.74 (*n* = 1,017)	3.71 (*n* = 804)	3.82 (*n* = 636)	3.72 (*n* = 640)	3.70 (*n* = 569)	3.69 (*n* = 230)	3.87 (*n* = 222)	3.75 (*n* = 5,796)
Broaden my appreciation of the arts	**None**	3.63 (*n* = 884)	3.68 (*n* = 783)	3.57 (*n* = 1,008)	3.52 (*n* = 793)	3.53 (*n* = 632)	3.55 (*n* = 640)	3.57 (*n* = 577)	3.66 (n = 226)	3.76 (*n* = 220)	3.59 (*n* = 5,763)
Develop my ability to use mathematics in everyday life (2014); Use numerical information to explore real world problems	**Quantitative Thinking**	3.53 (*n* = 873)	3.62 (*n* = 785)	3.61 (*n* = 1,017)	3.54 (*n* = 802)	3.55 (*n* = 634)	3.57 (*n* = 641)	3.45 (*n* = 574)	3.43 (*n* = 234)	3.61 (*n* = 223)	3.56 (*n* = 5,783)

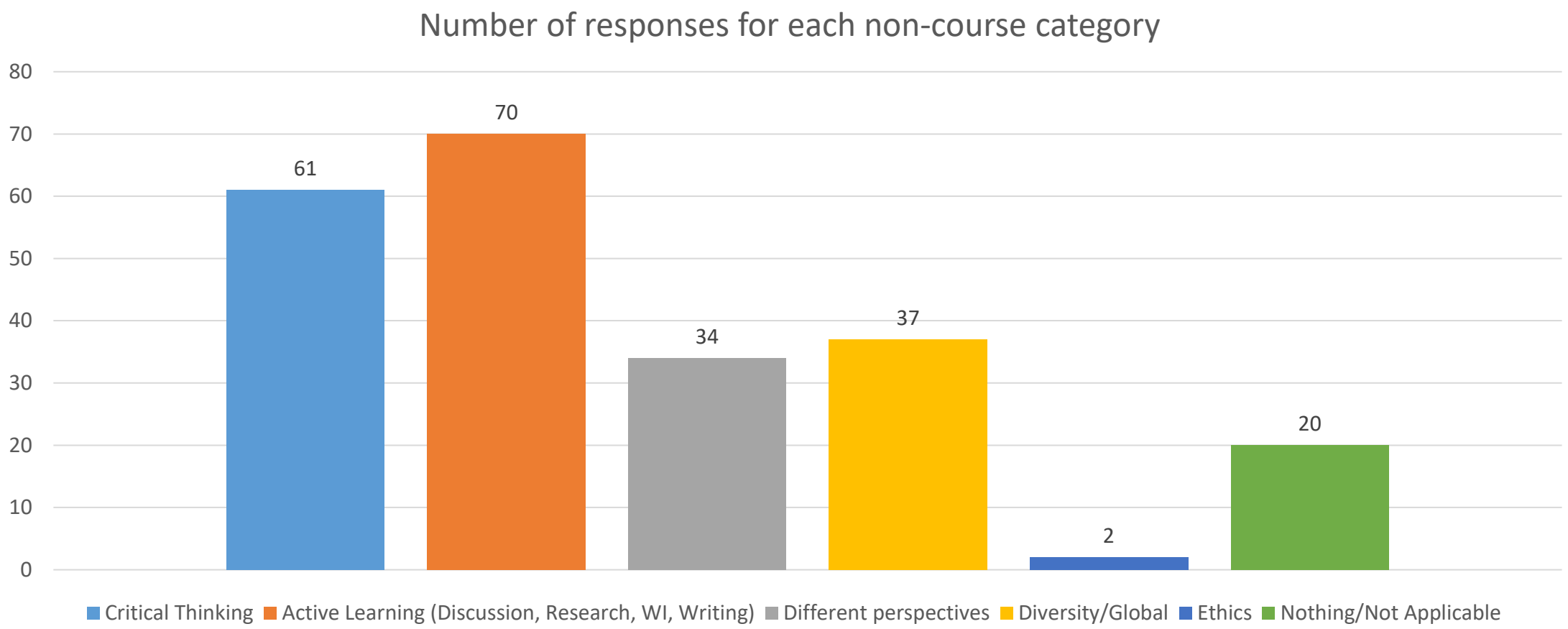
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2016)

There were 342 responses-some mentioned several course types; some did not mention any.



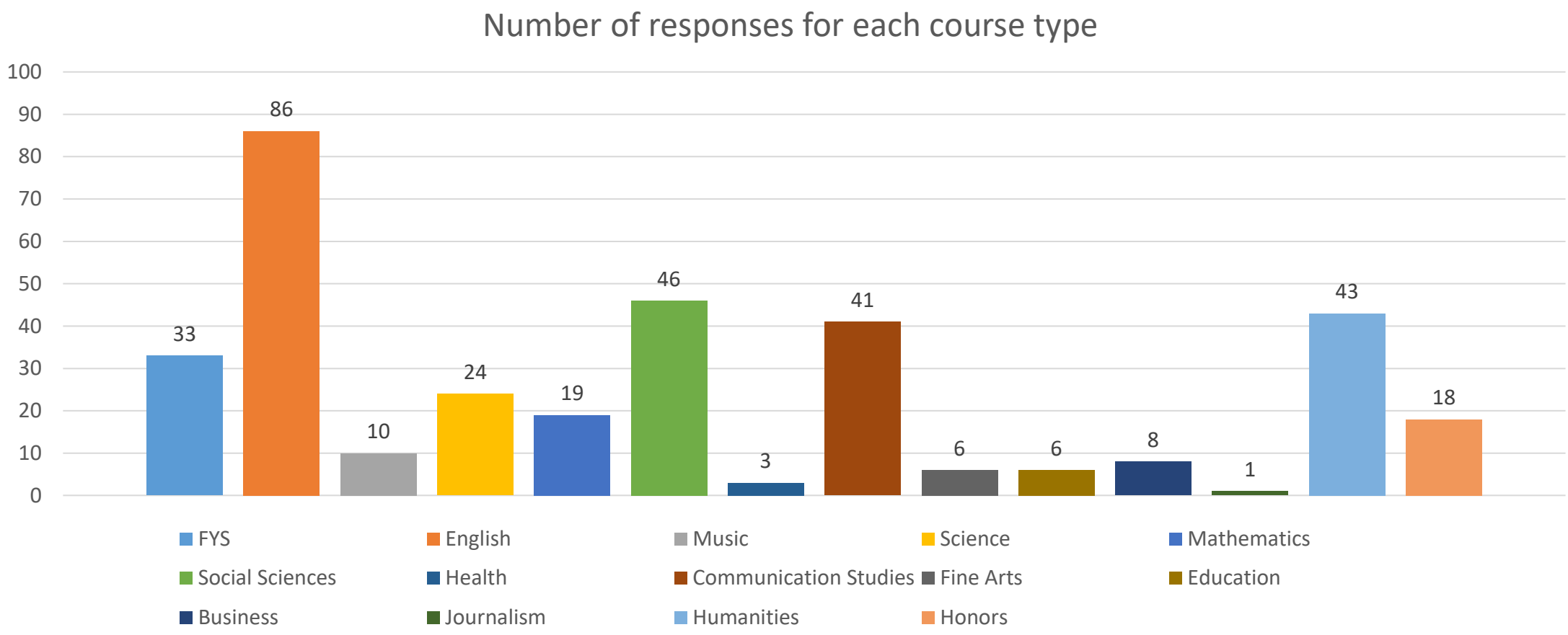
Non-Course Type Categorical Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2016)

There were 342 responses-some mentioned several course types; some did not mention any.



Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2017)

There were 482 responses-some mentioned several course types; some did not mention any.



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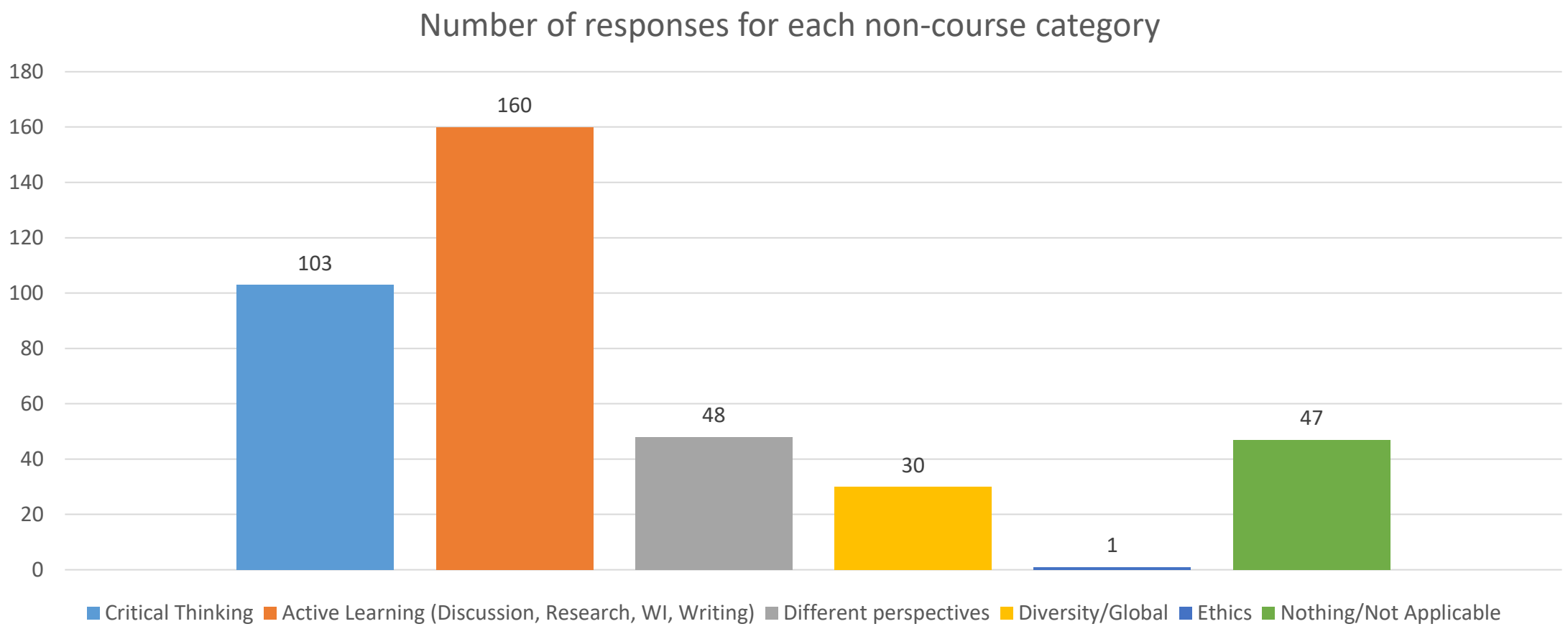
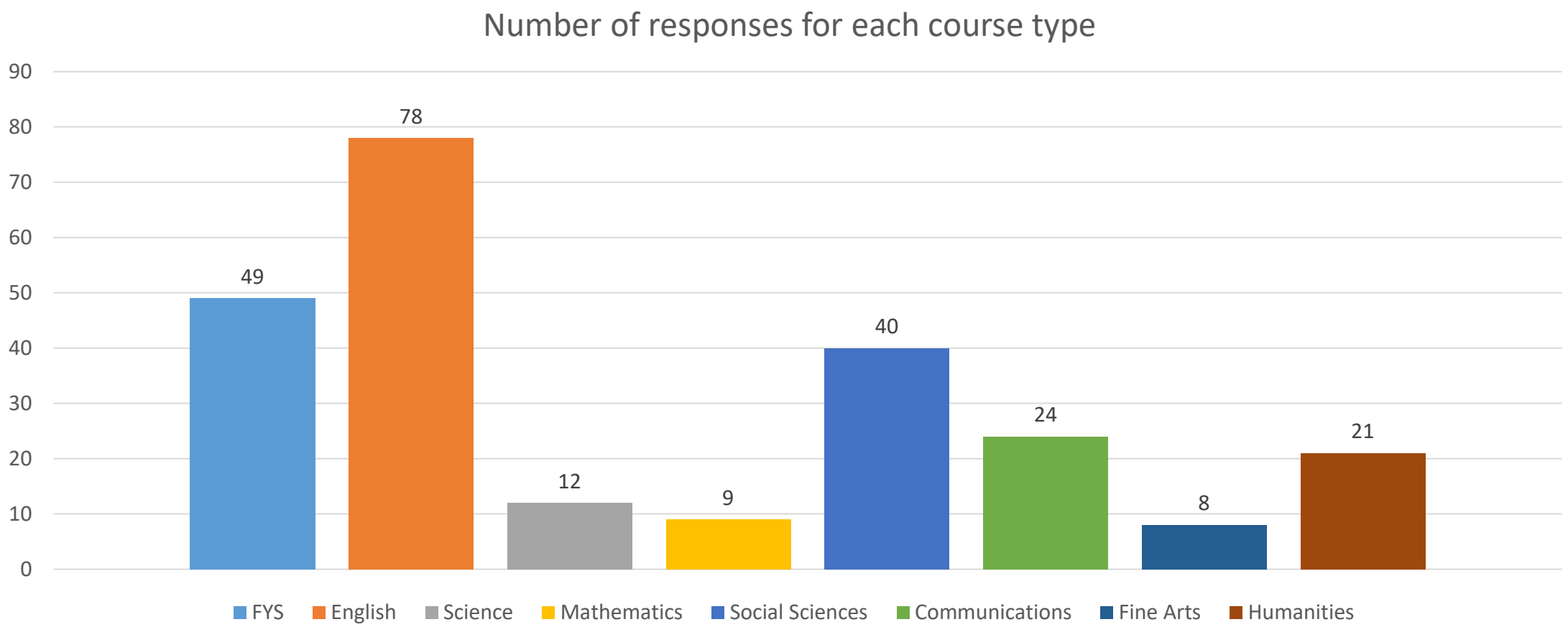


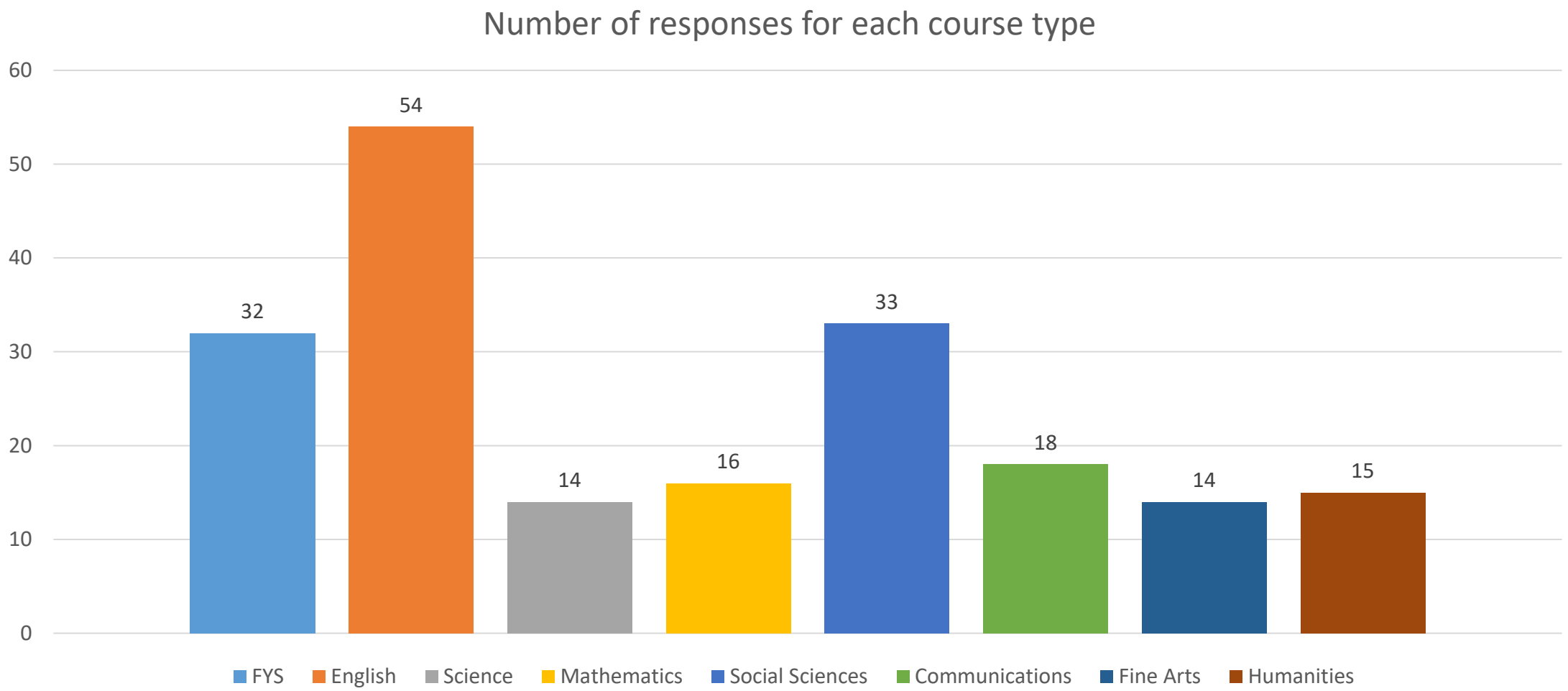
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2018)

There were 368 responses-some mentioned several course types; some did not mention any.



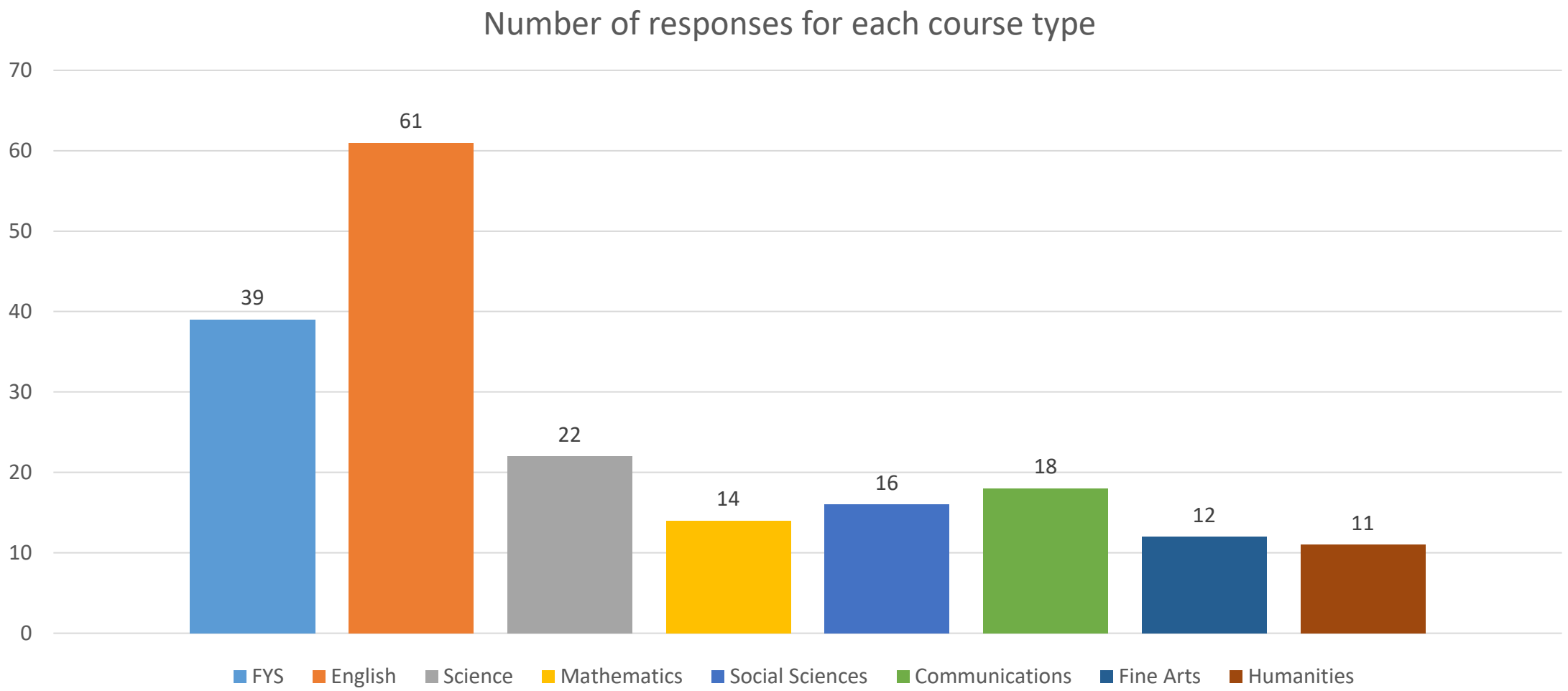
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2019)

There were 397 responses-some mentioned several course types; some did not mention any.



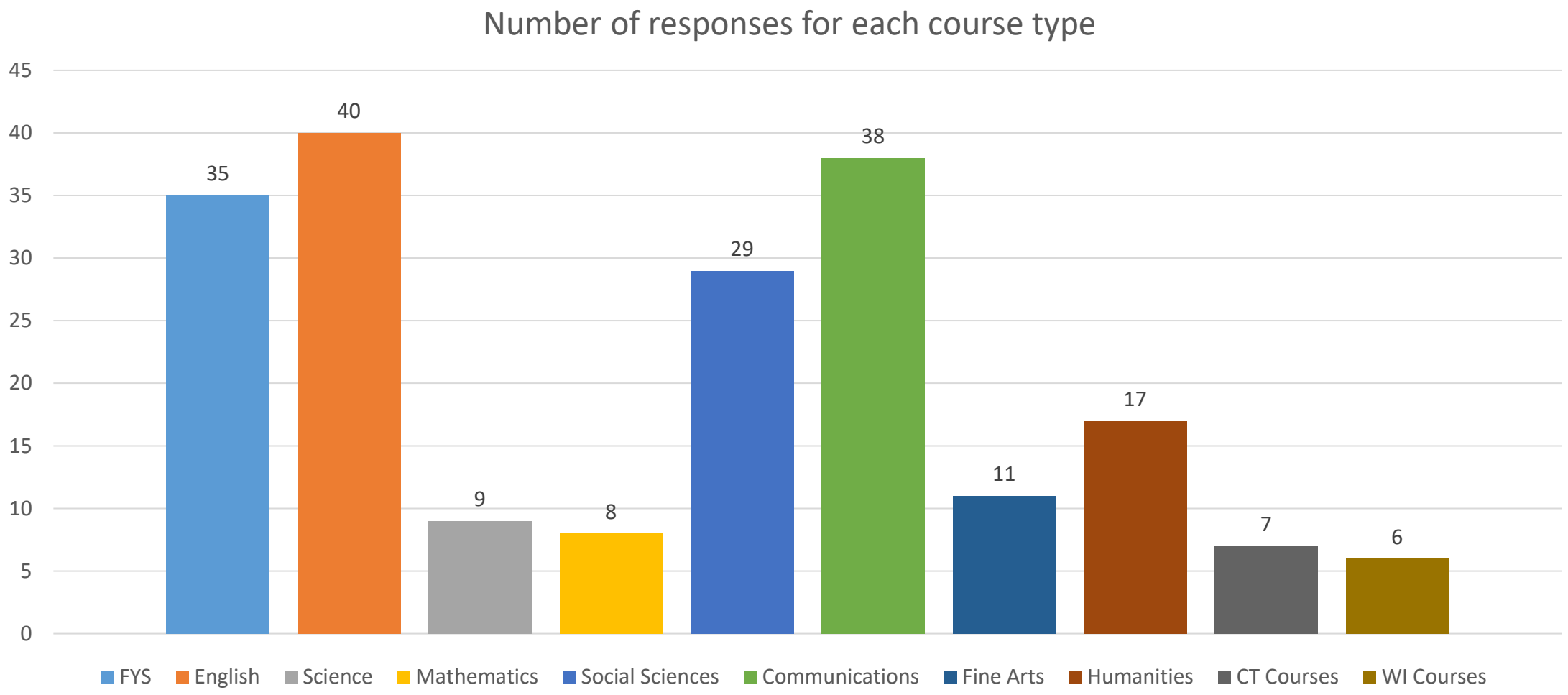
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2020)

There were 318 responses-some mentioned several course types; some did not mention any.



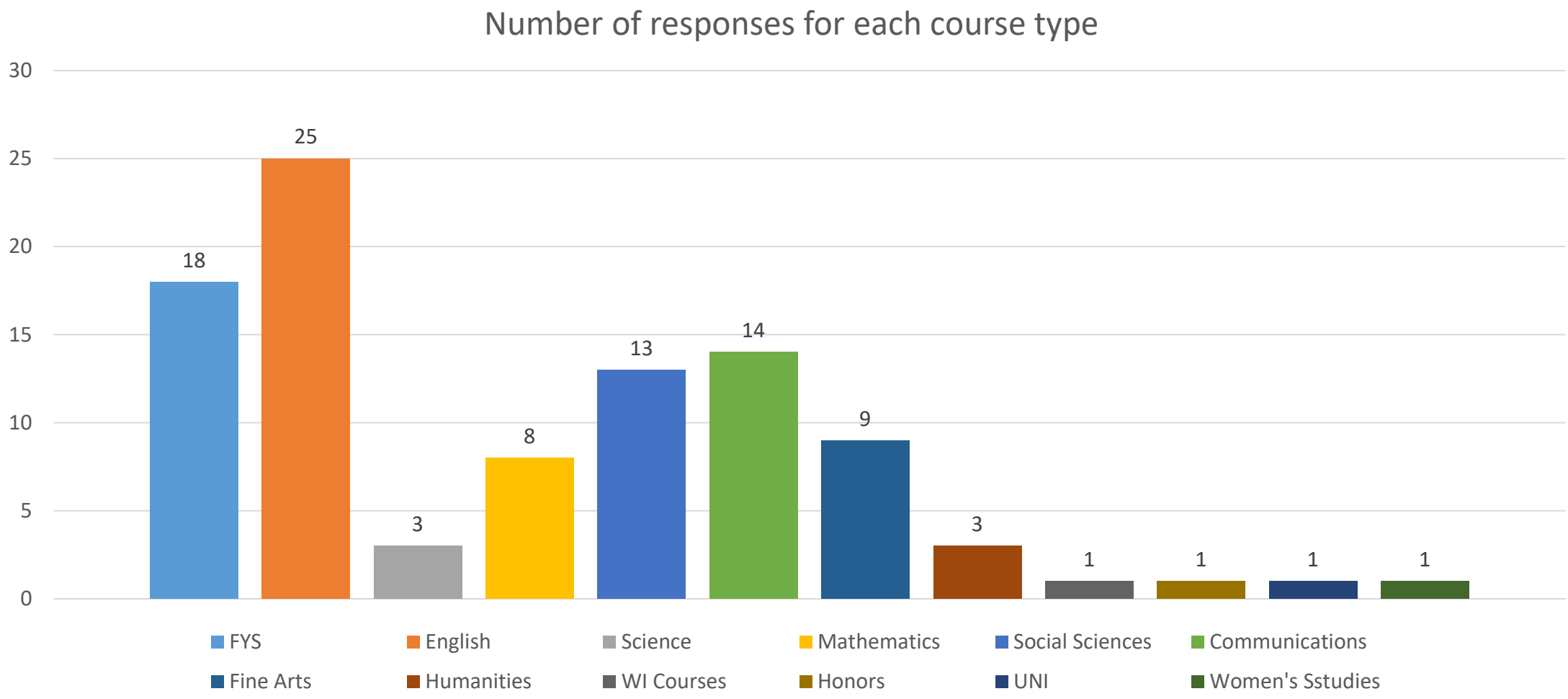
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2021)

There were 287 responses-some mentioned several course types; some did not mention any.



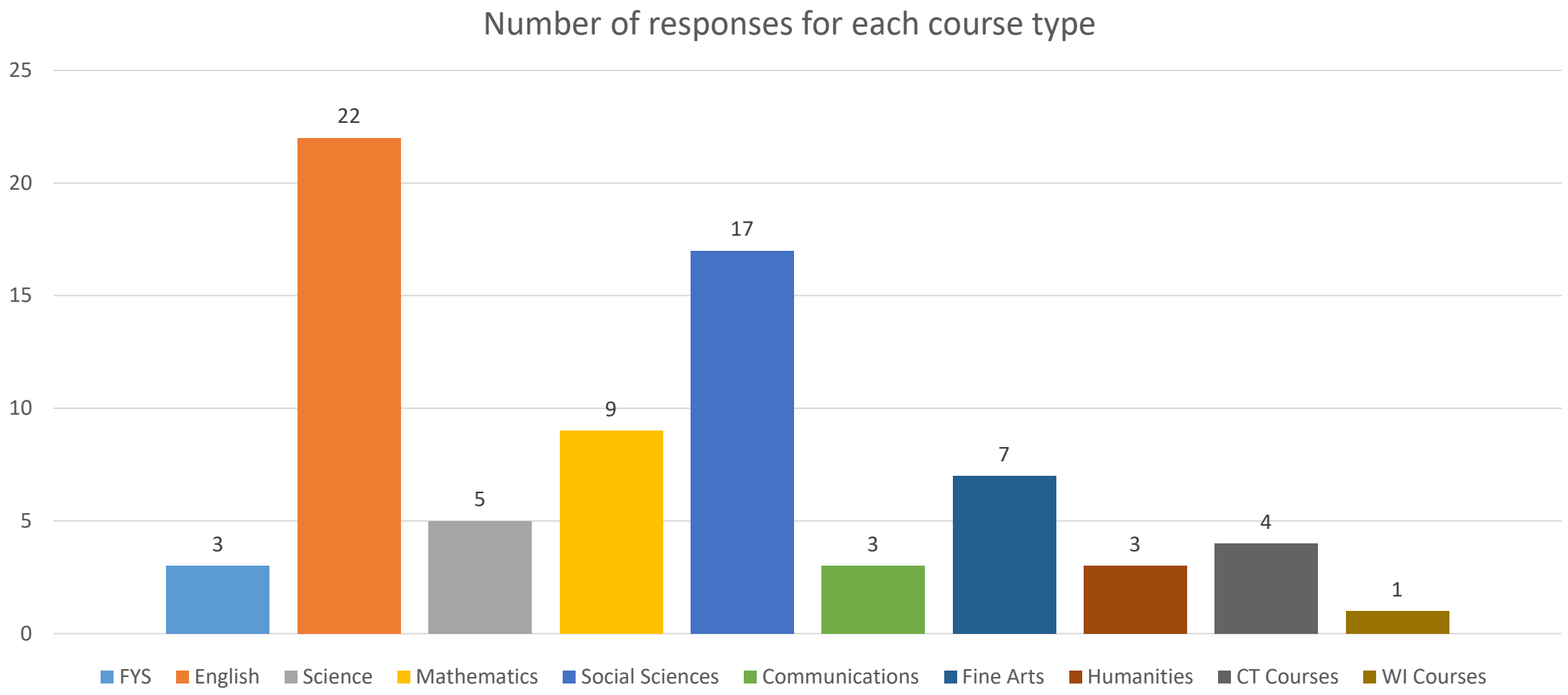
Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2022)

There were 101 responses-some mentioned several course types; some did not mention any.



Course Type Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.” (2023)

There were 110 responses-some mentioned several course types; some did not mention any.



Non-Course Type Categorical Analysis for the Survey Item, “Please provide examples of practices in your Core Curriculum (general education) courses that have resulted in deep learning.”

- Major themes that emerged from the 2018, 2019, 2020, 2021, 2022, and 2023 surveys were:
- Critical Thinking (including some specific mention of CT courses); Design Thinking
- Active Learning, including
  - Analysis and Examination
  - Evaluating sources for credibility and reliability and learning to identify misinformation and disinformation
  - Discussion
  - Research-Including Using Library
  - Writing
  - Writing-Intensive Courses
  - Service-Learning Courses
  - Problem Solving-Including Solving “Real-World” Problems
  - Group Projects
  - Presentations
  - Honors Seminars
  - Textual Analysis
- Evaluating Different Perspectives
- Diversity, including
  - Multicultural Courses
  - Exploring Different Cultures
  - Global Issues